

HONORS ENGLISH I---SUMMER READING

A LETTER FROM MRS. COTTON

Dear Students,

I am pleased to have you in my 9th grade English class for 2018-2019. I know you have worked very hard in the past and will continue to do so this year. I look forward to working with you and will help you whenever there is a need.

You will find on this website your summer reading packet. It will be necessary for you to purchase your own copy of The Giver by Lois Lowry. Included in the following pages will be the objectives for the unit, a supply list, a list of literary elements, vocabulary words, and study questions for this novel. One project valued at 100 points will be required. The study questions will also be valued at 100 points. There are designated due dates found on the final page of this document. You must also purchase and read over the summer months the novelette A Man Without a Country. It is absolutely necessary that each part of the assignment is turned in on time. For each late day (up to three), the grade will be dropped ten points per day. After the third day, the material will not be accepted.

Each student must keep a binder for this class. It should contain material ONLY for this subject. Information of various types will be given as the year progresses; this material will be used in preparation for unit tests and exams. Therefore, it will be necessary for all sheets to be kept in the binder in an organized manner.

There is a section listing the rules and regulations for this class. Please read each item carefully, sign the sheet, and return it to me on the assigned date. Refer to the Due Date Page in the back of this document for all assignments and the date each is due.

Welcome to high school and a promising new year filled with wonderful experiences.

Mrs. Sarah Cotton

Instructions for Summer Reading

Your summer reading program is a project designed to be worked on throughout the summer, not the last week of summer vacation. Remember to budget your time allowing for this work to be completed a little at a time. Read the novel and novelette carefully completing the assigned material for each. Both books are easy to read and very interesting in content. Don't forget to study the literary elements and the vocabularies. Your knowledge of these will be tested shortly after school begins (refer to the listing of dates on the final page).

Follow these recommended steps:

- * Read the entire packet of material.
- * Follow the directions exactly.
- * Work must be completed in BLUE or BLACK INK in YOUR handwriting. You may NOT type these assignments!
- * All parts of the packet must be turned in on time. Check the due date for each assignment.

School Supplies

The following items need to be brought to class on Monday, August 6, 2018:

- * One 2" three-ring binder
- * One package of blue or black pens (NO RED)
- * Package of seven divider for the binder
- * Two packages of wide rule loose-leaf paper
- * One box of Kleenex

Rules for Written Assignments

- * Use formal tone in all writing including homework.
- * Do not use slang and/or profanity.
- * Questions should be answered in complete sentences.
- * Do not start a sentence with *because, or, but* or *and*.
- * Place quotation marks around the titles of short stories, poems, songs, and myths.
- * Do not use abbreviations (*b/c, w/, &*).
- * Do not use contractions (*can't, I'll*).
- * Check spelling, punctuation, and capitalization.
- * Underline titles of novels, plays, and long poems .

Rules and Regulations for English I

1. The most important rule is to follow all directions, both oral and written.
2. Be courteous and raise your hand to be recognized.
3. Show respect for the teacher AND your classmates.
4. Be on time to class. (1st tardy = warning; 2nd tardy= teacher detention; 3rd tardy = school detention)
5. Have all supplies in class daily. (textbook, blue or black pen, pencil, English binder with paper)
6. Keep a well-organized binder with seven dividers. (novel, grammar, fiction, nonfiction, drama, poetry, and folk literature)
7. Go to your locker, the restroom, or water fountain before class. Only in cases of emergency will you be allowed to leave class.
8. Homework is due at the BEGINNING of class. It should be placed in the basket at the front of the room .
9. All late work will receive a penalty of ten (10) points per day up to three days.
10. If you miss a day of school, YOU are responsible for making up all assignments. Upon the first day returning to school, see me about a time to get this work made up. Refer to the school handbook about making up missed work!!!
11. If you miss a test scheduled prior to your absence, you will take the test before school (7:10 a.m.) the day you return to school.
12. Cliff's Notes, Spark Notes, etc. are not permitted in class. If found, they will be confiscated and not returned.
13. Cheating will not be tolerated!!
14. The classroom computer is not to be used without permission.
15. All items in Room 14 belong either to Cathedral High School or Mrs. Cotton. Always ask permission to use these items.
16. Teacher detention will be served in my room from 7:10 to 7:50 on the morning following the day it was received.

Grading Procedures

1. Assignments will be given various percentages:
 - *Homework/Class work/Quizzes/Group work: 40%
 - *Assigned Tests/Essays/Projects: 60%
2. Homework consists of reading assigned material, completing study questions, defining vocabulary words, and grammar lessons.
3. "Pop quizzes" may be given at any time without warning.
4. Tests will be given on all major works.
5. Extra credit will NOT be offered.

You are required to read one novel and one novelette during the summer for English I. At least one additional novel will be read during the year. You should be able to purchase all novels in Natchez or online. Be sure to order your copy early. The required selections are:

- *Lois Lowry's *The Giver* (summer novel)
- *Edward Everett Hale's *The Man Without a Country* (summer novelette)
- *Harper Lee's *To Kill a Mockingbird* (2nd Semester novel)

The previous sheet stating the rules and regulations , as well as the grading procedures, is to be read by BOTH the student and a parent or guardian. It must be signed and returned to Mrs. Cotton by Tuesday, 8/7/18.

Student Signature _____

Parent Signature _____

LITERARY TERM/ELEMENTS

Below is a listing of literary terms found in all literature to be studied this year. You are to learn, use, and keep this list the entire year. Be able to apply these terms to all literary selections.

1. **Allegory** - a story or tale with two or more levels of meaning, a literal level and one or more symbolic levels. The setting, events, and characters in an allegory are symbols for ideas or qualities.
2. **Allusion** - a reference to a well-known person, place, event, literary work, or a work of art
3. **Character** - a person or an animal that takes part in the action of a literature
 - A. **Round character** - one who is complex and multifaceted, like a real person
 - B. **Flat character** - one who is one-dimensional
 - C. **Dynamic character** - one who changes in the course of a work
 - D. **Static character** - one who does not change in the course of a work
4. **Characterization** - the act of creating and developing a character
 - A. **Direct characterization** - occurs when a writer simple states the character's traits
 - B. **Indirect characterization** - occurs when the character is revealed through one of the following means:
 - * words, thoughts, or actions of the character
 - *descriptions of the character's appearance or background
 - *what other characters say about the character
 - *the ways in which other characters react to the character
5. **Climax** - the highest point of interest or suspense in a literary work (the turning point of the work)
6. **Conflict** - a struggle between opposing forces
 - A. **Internal conflict** - occurs within a character
 - B. **External conflict** - occurs between a character and an outside force
7. **Crisis** - the turning point for the protagonist in the plot of a narrative--the situation or understanding changes dramatically
8. **Dialect** - the form of a language spoken by people in a particular region or group
9. **Dialogue** - conversation between two or more characters
10. **Figure of speech** - an expression or word used imaginatively rather than literally (figurative language)
11. **Flashback** - a section of the work that interrupts the chronological presentation or events to relate an event from an earlier time
12. **Foreshadowing** - the use of clues or hints to suggest events that have yet to occur
13. **Imagery** - descriptions used to create word pictures for the reader (appeal to the senses of sight, sound, taste, touch, smell)
14. **Irony** - contrast between what is stated and what is meant or between what is and what should be
 - A. **Verbal irony** - word or phrase is used to suggest the opposite of its usual meaning
 - B. **Dramatic irony** - contradiction between what a character thinks and what the reader or audience knows
 - C. **Irony of situation** - an event happens that contradicts the expectations of the character, reader, or audience
15. **Metaphor** - one thing is spoken of as though it were something else (does not use *like* or *as*)

16. **Motif** - a word, character, object, image, metaphor, or idea that recurs in a work
17. **Naturalism** - views people as hapless victims of immutable natural laws (end of 19th century and early part of 20th century)
18. **Paradox** - a statement that seems to be contradictory but that actually presents a truth
19. **Point-of-view** - the perspective, or vantage point, from which a story is told
- A. **First person point of view** - narrator is a character in the story
 - B. **Omniscient third person point of view** - narrator knows and tells about what each character feels and thinks (all knowing)
 - C. **Limited third person point of view** - narrator tells the inner thoughts and feelings of only one character
20. **Protagonist** - the main character in a work
21. **Antagonist** - character who causes problems for the main character
22. **Realism** - presentation of the details of actual life as opposed to the imagined or the fanciful (19th century)
23. **Setting** - the time and place of the action
24. **Theme** - the central message or insight into life revealed by a literary work (the lesson learned from the work)
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The Giver

Objectives:

- *To identify the author's style and provide an example
- *To identify and explain examples of symbolism in the novel
- *To identify and explain the significance of the *characters* and their *motivations*
- *To identify and explain the significance of *quotes*
- *To explore the importance of *personal relationships*
- *To define and apply the definition of *realism* and *naturalism*
- *To learn *vocabulary words* and identify their use in the novel
- *To define *motif* and apply it to this novel
- *To identify the *setting* and explain its significance
- *To identify and apply the *characteristics of the genre* to this novel
- *To identify and explain the effectiveness of the *point of view*
- *To identify and explain the *theme* of this novel
- *To identify and explain this novel's *plot* by using a plot diagram (pyramid)
- *To *connect* with the events and characters in this novel

About the Author -- Lois Lowry

The following excerpt about the author was taken from an article in "Carol Hurst's Children's Literature Site." Most of this was the exact words of Ms. Hurst, a person with first-hand knowledge of Lois Lowry.

"It's fun to write about Lois Lowry but not as much fun as it is to be with her. She's a witty, clever, interesting woman with lots of facets to her life. She's a great conversationalist, she knits, is an avid and eclectic reader and movie-goer, and besides that, she likes to play bridge and garden. She's an excellent cook and her cookbook collection is enormous and varied. Her home is full of bookshelves.

"As a child whose father was in the military, she moved around a lot and spent the years of World War II with her mother's parents in Pennsylvania before joining her father in post war Japan.... Lois is an accomplished photographer (the cover of *The Giver* is her own work) and she has an artist's eye for composition. She sometimes compares the role of writer to that of photographer saying that the writer carefully chooses the best lens and settings for her work, deciding which things to focus on and which to blur.

"Most mornings you'll find Lois seated at her computer and at work by eight o'clock.... She writes novels, short stories and essays, mostly for young people, but she also writes because it's so much a part of her that she turns to it constantly, both personally and professionally. Recently, her son, an airforce pilot, was killed when his plane crashed on take-off in Germany. Soon after that tragedy, she wrote a sort of newsletter to those of us who knew her because she needed us to know what a treasure the world had lost. She also put together a book about him with photographs and a brief text for his two year old daughter so that she would remember what her father was like.

"*The Giver* is her most ambitious work to date and her acceptance speech for the Newbery Award it received tells of the many rivers of experience and inspiration that led her to write it. One of those rivers of inspiration came from her father who was, at that time, in a nursing home having lost most of his long-term memory. She realized one day while visiting him that, without memory, there is no pain and began to imagine a society in which the past was deliberately forgotten. The flaws in that supposedly ideal society show the need for personal and societal memory and for making connections with the past and with each other. The ending of *The Giver*, which is deliberately ambiguous, has been the subject of much discussion by readers. All that Lois will say about it is that there will never be a sequel and that she is hopeful about its ending. With its varied interpretations, the book is a wonderful one for discussion groups....

"Lois has said that each reader reads his or her own book and that is certainly shown in the varied reactions to *The Giver*.... It is attacked for being too Christian, for not being Christian enough, for being "new age" and for being too spiritual. It is criticized for being un-American and for stressing too many American middle class values, too pessimistic and not pessimistic enough. Saner folks seem to recognize it is a skillful and fascinating work of fiction which challenges the reader to re-examine his or her own values and the directions current societies seem to be taking.

"Recurrent themes for Lois Lowry seem to be saying goodbye, the importance of making connections with others and finding a place where we belong. *The Giver* deals with all of these and more." Even though she said she would not, Lowry went on to write three additional books as sequel to *The Giver*: *Gathering Blue*, *The Messenger*, and *The Son*.

Vocabulary for The Giver

Chapter 1

1. **apprehensive**--viewing the future with nervousness or alarm
2. **beckon**--summon or signal
3. **cargo**--goods carried by ship, plane, or vehicle
4. **disposition**--mood or temperament one most often displays
5. **distraught**--extremely troubled
6. **ironic**--the opposite of what is actually said or expressed
7. **intrigue**--excite interest or curiosity
8. **nurture**--educate, foster, further the development of
9. **palpable**--noticeable; capable of being felt
10. **recollection**--memory
11. **spouse**--married person; husband or wife
12. **transgression**--violation of a law, command, or duty
13. **vital**---necessary, essential
14. **wheedle**---coax, flatter

Chapter 2

1. **adherence**---steady of faithful attachment; loyalty
2. **aptitude**---natural ability, talent
3. **enhance**---increase or improve in value or quality

Chapter 3

1. **chastise**--criticize severely; punish
2. **drone**---talk in a persistently dull tone
3. **hoard**---store up and hide away a supply for oneself
4. **lurk**---lie hidden
5. **petulant**---rude in speech or behavior
6. **reluctant**---feeling or showing hesitation or unwillingness

Chapter 4---

1. **chortle**---laugh or chuckle in satisfaction
2. **leisure**---time free from work or duties
3. **rehabilitation**---restoration to a condition of health
4. **serene**---calm; restful

Chapter 5---

1. **murky**---hazy; veiled; not distinct
2. **recount**---relate in detail

Chapter 6--

1. **buoyancy**--tendency of a body to float or rise when submerged in liquid
2. **cringe**--draw in or contract one's muscles involuntarily; shrink; flinch
3. **exuberant**--extreme or excessive in degree; enthusiastic
4. **somber**--dismal or depressing
5. **throng**--crowding together of many persons

Chapter 7--

1. **acquisition**--act of obtaining
2. **escalate**--increase in extent, number, amount, or volume
3. **retroactive**--extending to a prior time or condition that existed in the past

Chapter 8--

1. **attribute**--an inherent characteristic or quality
2. **vehicle**---means of carrying or transporting something
3. **jaunty**---light-hearted; relaxed; effortless
4. **kinship**---state of being related
5. **meticulous**---marked by extreme care in the consideration of details
6. **piecemeal**---done or made in a fragmentary way
7. **spontaneous**---arising from a momentary impulse

Chapter 9---

1. **conceivable**---imaginable; thinkable; possible
2. **empower**---give authority or legal power to
3. **logistic**---relating to the handling of the details of an operation

4. **prohibition**---act of forbidding the doing of something
5. **requisition**---request or required that something be provided

Chapter 10---

1. **conspicuous**---obvious to the eye or mind; noticeable
2. **deft**---handy; characterized by skill
3. **emboss**---to ornament with raised work
4. **exhilarating**---enlivening; exciting; refreshing; stimulating
5. **intricate**---having many complexly interrelating parts
6. **tentative**---hesitant; uncertain

Chapter 11---

1. **frigid**---intensely cold
2. **vehicle**---means of carrying or transporting something

Chapter 12---

1. **admonition**--warning; advice
2. **civil**--relating to the state or its citizens
3. **relinquish**--give up
4. **vibrant**--filled with life, vigor, or activity

Chapter 13--

1. **assimilate**--absorb into; thoroughly comprehend
2. **chaos**--state of utter confusion
3. **embed**--make something an important part of
4. **indifferent**--of no importance or value one way or the other
5. **sinuous**--of a wavy form; winding; marked by strong movements
6. **skeptical**--unbelieving
7. **tuft**--clump; cluster

Chapter 14--

1. **anesthetic**--producing loss of sensation with or without consciousness
2. **excruciating**--agonizing; causing great pain or anguish
3. **invigorating**--stimulating
4. **ominous**--threatening

Chapter 15--

1. **carnage**---flesh of slain animals or men
2. **contort**---twist in a violent manner
3. **imploring**---begging; pleading

Chapter 16---

1. **ecstatic**---overwhelming emotion of delight; overjoyed; elated
2. **optimistic**---hopeful; anticipating the best possible outcome
3. **pervade**---to become diffused throughout every part; saturate

Chapter 17---

1. **ambush**---surprise attack
2. **expertise**---expert opinion; special skill, knowledge, or mastery
3. **horde**---crowd or throng

Chapter 18---

1. **dejected**---down in spirits; depressed
2. **falter**---hesitate in purpose; stammer
3. **grave**---serious; somber; grim
4. **luminous**---bright; shining; radiant

Chapter 19---

NONE

Chapter 20---

1. **emphatic**---forceful; decisive
2. **glum**---gloomy; dismal; sullen
3. **mimic**---copy, imitate, often to ridicule
4. **sarcastic**---having ironic characteristics intended to harm
5. **solace**---relief from grief
6. **successor**---one who comes after another in office or position

Chapter 21--

1. **frazzle**--state of physical or nervous fatigue
2. **haphazard**--random; marked by lack of plan, order, or direction

3. **stealthy**--slow, deliberate, and secret in action
4. **vigilant**--alertly watchful

Chapter 22---

1. **meager**---lacking in quality and quantity
2. **tantalizing**---tempting; enticing

Chapter 23---

1. **burdensome**---oppressive; imposing a burden
2. **lethargy**---sluggishness; lifelessness; without spirit
3. **resignation**---surrender

Study Questions for *The Giver*

Answer the questions on the five sections of *The Giver* on loose-leaf paper in blue or black ink.

DO NOT COPY THE QUESTIONS.

Section 1: Chapters 1 - 5

1. Who is the main character in the story?
2. Name the major characters introduced to you in this section.
3. What does being "released" from the community mean?
4. Describe the setting of the story in Section 1.
5. Why was Jonas so careful in his use of language?
6. Give an example that shows Jonas's concern for precision of language.
7. Give an example of Asher not using precise language.
8. What is the significance of "dream telling" and "feelings" discussions that take place during the morning and night rituals?
9. List four or more rules that everyone in the community must follow.
10. What is meant by an "Assignment" that is given to all members of the community at a certain time during their lives?

Section 2: Chapters 6 - 10

1. In this section why is the entire community going to the auditorium?
2. What is the significance of the "Ceremonies"?
3. What happens at the Ceremony of One?
4. What will Lily receive at the Ceremony of Eight?

5. What important object do Nines receive at their Ceremony? What does receiving this object mean?
6. How are the family units created in the community? Be specific.
7. How does the family unit receive its children?
8. Name any occupation mentioned in Section 2 where math would be important in the community.
9. What story does Asher tell Jonas?
10. What are the responsibilities of the Committee of Elders?

Section 3: Chapters 11 - 15

1. What are some things Jonas begins to perceive and eventually begins to "see"?
2. How does The Giver feel after he transmits the first memory?
3. What does Jonas learn about climate control?
4. What does Jonas learn he is seeing in the apple, Fiona's hair, the faces in the crowd, and in the sled?
5. Where do you think the idea of "Sameness" came from?
6. Why were there no differences in people other than gender and assigned jobs?
7. When Jonas learns all about colors, he claims "it isn't fair that nothing has color." Why does he say this?
8. From what are the people in the community being protected by not having to make choices?
9. What memory worse than "sunburn" does The Giver transmit to Jonas?
10. The Giver explains to Jonas that he will gain something by being the holder of memories. What will Jonas gain?
11. Why does The Giver ask Jonas for forgiveness?

Section 4: Chapters 16 - 19

1. After the memory of war, The Giver is gentle with Jonas, giving him tidbits of happy memories. Name some of these memories.
2. What is The Giver's favorite memory?
3. Where does Jonas learn he can find the names of his parents' parents?
4. Why doesn't Jonas want to play the "good guys/bad guys" game anymore?
5. What feelings does Jonas experience when he is given the holiday celebration memory?
6. Twins are not acceptable in the community. Why? What determines their fate?
7. Who was Rosemary? Why did she ask the Chief Elder for release?
8. After Rosemary's "Release," what happened to the community?
9. What does Jonas learn about what happens during a "Release"?
10. Think of a time either in the present or the past when certain people have been "Released" for various reasons? Explain.

Section 5: Chapters 20 - 23

1. What does Jonas learn about what happens to the Old?
2. Jonas and The Giver decide that things have to change, so they think of a plan. Explain their plan in detail.
3. Why will The Giver not go with Jonas?

4. What does Jonas want The Giver to keep for himself?
5. What things does The Giver transmit to Jonas to help him on his journey?
6. Who do we find out Rosemary really was?
7. Who does Jonas take with him as he escapes?
8. What probably would have happened to Gabe if he had stayed in the community? Why do you believe this?
9. What are some of the new and good experiences Jonas and Gabe have on their journey?
10. What happens to Jonas and Gabe at the end of the story? Explain your answer.

A Man Without a Country

Your assignments for this novelette are as follows:

- *Read the story carefully.
- *Annotate (underline important information and write notes in the margin of your book) as you read.
- *Determine the theme (main message or lesson learned) of the book. Write a well-written paragraph explaining the theme.

You will have other assignments on the story to be completed in class. Be sure that you have read and annotated the story by the first week of school.

Project

A project on one of the summer reading selections will be assigned and fully explained the first week of school. You will be given a variety of choices for your project. Only ONE project will be turned in per student. You will be allowed to work with one other student in your grade; however, the work will be done out of school. Projects, valued at 100 points, will be graded on creativity, adherence to the plot, neatness, and exhibited effort. Parents, you are encouraged to help in this activity, but please do not do the work for the student. Have fun with this assignment!!

IMPORTANT DUE DATES

<u>ASSIGNMENT</u>	<u>DATE DUE</u>
Reading of <i>The Giver</i> _____	August 6, 2018
Study Guide for <i>The Giver</i> _____	August 6, 2018
Reading and annotation of <i>A Man Without a Country</i> _____	August 6, 2018
School supplies _____	August 7, 2018
Signatures page _____	August 7, 2018
Test on Literary Elements _____	August 10, 2018
Vocabulary test on Chapters 1-6 of <i>The Giver</i> _____	August 13, 2018
Vocabulary test on Chapters 7-13 of <i>The Giver</i> _____	August 15, 2018
Vocabulary test on Chapters 14-23 of <i>The Giver</i> _____	August 17, 2018
Project (Special instructions will be given in class.) _____	September 5, 2018
Test on <i>The Giver</i> _____	To be announced later

All other important dates for tests and assignments on *The Giver* and *A Man Without a Country* will be posted on Ren-Web weekly. Throughout the year, refer daily to this vital tool for updates and changes to due dates. It often becomes necessary to adjust assignments and dates; therefore, I will notify you of these changes on the website.

